



Equality and Diversity Policy

Approved by:	Full governing body	Date: 17 th June 2025
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Previously reviewed on:	18 th June 2024
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Next review due by:	Summer 2026
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Chair of governor's signature:

Mr J Reynolds

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- › Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- › Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- › Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- › [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- › [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing board will:

- › Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- › Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- › Promote knowledge and understanding of the equality objectives among staff and pupils
- › Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training regularly.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- › Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- › Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- › Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- › Publish attainment data each academic year showing how pupils with different characteristics are performing
- › Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- › Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- › Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils
- › We have set a **clear vision and values** which expect all our staff to act in a non-discriminating manner and be mindful to avoid actions that will be deemed as such to the public and our wider community.
- › We have **up-to-date and ratified policies** which set out a clear message that discrimination is not tolerated: staff code of conduct, behaviour, anti-bullying, safeguarding and child protection.
- › We understand that it is unlawful to fail to make reasonable adjustments to overcome barriers to using services caused by disability and one of our equalities objectives addresses this.
- › The governing body and school leaders involved in recruitment will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy. Another one of our equalities objectives addresses this.
- › Through a structured PSHE curriculum offer, assemblies, workshops and visits, equalities will be discussed with and taught to the children, exemplifying the British Values and school values that we believe in.
- › Staff are regularly reminded about the location of the whistle-blowing policy, should they need to raise a concern regarding discrimination.
- › The induction process includes the headteacher conveying the 'open door' message to new staff, to support them to raise concerns with a member of the leadership team.

Ways that we improve equality of opportunity and involve individuals affected by inequality

- › We collect information on race, disability and gender for pupils and staff, which informs our planning, strategies and training opportunities.
- › Pupil achievement data is analysed by race and gender to look for patterns which suggest that our practice needs adapting.
- › Our curriculum, and extra-curricular offer includes opportunities to teach children about race, gender and disabilities.
- › All pupils are encouraged to play an active part in school life. Our school keeps logs of which children attend clubs; which children have had main parts in plays; which children have been on the school council; and which children are given additional responsibilities.
- › Bullying and incidents are monitored by race, disability and gender. Racist incidents are logged, fully investigated, and reported to governors.
- › Displays, lessons and discussions reflect the diversity of our school community. Assemblies celebrate people of different genders, races, and those with disabilities.
- › Our school takes part in awareness weeks to promote understanding of race, gender and disabilities.
- › School open events are made accessible to all visitors, and language barriers are considered.
- › The accessibility needs of families is considered before sending out information.
- › All parents, regardless of race, gender or disability are invited to nominate themselves as a parent governor.

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- › Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- › Holding assemblies and collective worship dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- › Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- › Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- › We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- › Cuts across any religious holidays
- › Is accessible to pupils with disabilities
- › Has equivalent facilities for all genders

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8a. Equality objectives for 2023 – 2024 review

Objective	Actions
<p>Objective 1</p> <p>Increase the number of other faiths’ celebrations shared in assembly</p> <p>Why we have chosen this objective: we are aware that our pupils are mainly white-British. We want to develop global citizens who are tolerant and respectful, and to ensure that pupils are prepare for secondary school, where there might be a high number of children from other faiths.</p> <p>To achieve this objective we plan to do map out assemblies carefully to ensure that all major faiths’ celebrations are planned for well in advance. We will also ensure that the Reflection Station shares other faiths’ artefacts and festival information. We will look into reading cafes being multi-faithed themed.</p>	<p>Assemblies and Curriculum Planning</p> <ul style="list-style-type: none"> We have carefully mapped out our assemblies to ensure that key celebrations from major world religions are included throughout the academic year. Regular assemblies now feature celebrations such as Diwali (Hinduism), Hanukkah (Judaism), Eid al-Fitr (Islam), and Chinese New Year (linked to Buddhism and Chinese traditions). These assemblies include engaging storytelling, discussions on the significance of each festival, and, where appropriate, music, or artistic elements reflecting the traditions of that faith. <p>Reflection Station and Faith Artefacts</p> <ul style="list-style-type: none"> Our Reflection Station is regularly updated with artefacts, books, and information about religious festivals, allowing children to explore different faiths in a hands-on and reflective way. During key celebrations, the Reflection Station is used to display symbols, such as a menorah for Hanukkah, divas for Diwali, and Islamic fabric and books for Ramadan and Eid. <p>Multi-Faith Reading Cafés</p> <ul style="list-style-type: none"> Our Reading Cafés have been expanded to include books that reflect a range of religious traditions and cultural celebrations. Pupils have had opportunities to engage with stories that introduce them to characters from different faith backgrounds, normalizing diversity and fostering empathy. <p>Community Involvement</p> <ul style="list-style-type: none"> We have shared Ramadan gift bags with Reception families, bought in by a Reception

	Muslim family.
<p>Objective 2</p> <p>Increase the number of representations that reflect families in our immediate, local and global community.</p> <p>Why we have chosen this objective: the majority of our families have a mum and a dad, but we also have families where children live with relatives, two dads, and two mums. We also have pupils with parents who have different ethnicities. We want to ensure that these children feel that they belong, and to see images that they can relate to.</p> <p>To achieve this objective we plan to gain some pupil voice from children in these groups; to purchase and share books which reflect a community growing in diversity; to ensure that images used in lessons and assemblies represent a diverse range of families.</p>	<p>Pupil Voice and Representation</p> <ul style="list-style-type: none"> • We have engaged in discussions with pupils from diverse family backgrounds, giving them a voice to share their experiences and thoughts on representation in school. • These conversations have informed our approach to selecting books, images, and resources that better reflect the realities of our school community. <p>Books and Resources Reflecting Diverse Families</p> <ul style="list-style-type: none"> • Our school has invested in a range of books that showcase different family dynamics, including those with single parents, same-sex parents, blended families, and families from different cultural backgrounds. • These books have been incorporated into classroom libraries, whole-class reading sessions, and story time to ensure regular and natural exposure. They were also highlighted in World Book Day on a display. • We will make these books accessible to families – we are currently making a catalogue of these types of books. <p>Inclusive Imagery in Lessons and Assemblies</p> <ul style="list-style-type: none"> • Teachers have been mindful in selecting images and examples used in lessons to ensure they reflect a variety of family structures. • Assemblies have included discussions about family diversity, often linked to PSHE and RE topics, to promote understanding and inclusivity. • Displays around the school showcase different family types, ensuring children can see a broad representation of what family means. <p>Celebrating Diversity in Everyday School Life</p> <ul style="list-style-type: none"> • When discussing special events like Mother's Day and Father's Day, we have been inclusive in our language and activities, recognising the different caregivers in children's lives. • In subjects like history and geography, we have made conscious efforts to include case studies and examples from a range of cultures

	and family backgrounds.
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8b. Equality objectives for 2025 – 2026

Objective 1

Promote Gender Equality and Challenge Stereotypes

Gender stereotypes can influence children’s perceptions of themselves and their future aspirations. We want to ensure that all pupils feel free to pursue their interests, whether in play, learning, or career aspirations, without being limited by outdated gender roles. Recent societal trends, including the rise of the manosphere and the influence of online personalities, have highlighted the impact of gendered messaging on young people’s self-worth and relationships. Documentaries such as Netflix’s *Adolescence* shed light on the pressures children face in the digital age, reinforcing the need for schools to actively challenge harmful narratives and promote positive, inclusive role models.

To achieve this objective, we will:

- Review curriculum materials to ensure they challenge gender stereotypes (e.g., representation of male and female role models in different careers).
- Provide a variety of resources, toys, and play opportunities that encourage children to explore without gender bias (e.g., ensuring construction toys, dressing-up clothes, and books reflect diverse interests).
- Celebrate a broad range of achievements in assemblies, showcasing women in STEM, men in caring professions, and other diverse role models.
- Engage pupils in discussions about gender expectations and encourage critical thinking about stereotypes in media and society.

Objective 2

Enhance Socioeconomic Inclusion and Support for Disadvantaged Pupils

Our school community includes pupils from a wide range of socioeconomic backgrounds, from very affluent families to those entitled to free school meals who face financial struggles. We recognise that these differences can impact pupils’ experiences, opportunities, and sense of inclusion. The cost-of-living crisis has further widened these gaps, making it essential for us to ensure that every child, regardless of their family’s financial situation, has access to enriching experiences and feels equally valued within our school community.

To achieve this, we will:

- Review the cost implications of school activities, ensuring that trips, clubs, and themed days are affordable and accessible to all pupils, including those on lower incomes, but not in receipt of free school meals.
- Introduce more in-school enrichment activities, such as theatre performances, music workshops, and special event days, to ensure all children have access to “nice” experiences that they might not otherwise get.
- Increase the visibility of diverse career role models, showing that success is not limited by background, and providing aspirational opportunities for all pupils.
- Strengthen partnerships with local organisations and charities to provide additional support, such as food banks.

- Ensure that classroom discussions, books, and resources reflect a range of socioeconomic backgrounds in a positive and aspirational way.

9. Monitoring arrangements

The governing body will update the equality information we publish, at least every year.

This document will be reviewed by the governing body.

10. Accessibility Plan

Accessibility Plan 2025-2028				
What?	Who?	How?	When?	Monitoring
<p>To be aware of the access needs of disabled staff, governors, pupils, parents/carers.</p> <p>All school staff and governors are aware of access issues</p>	<p>SENCo DS Govs</p>	<p>Create access plans for individual pupils as required.</p> <p>Ensure all adults can access areas for meetings</p> <p>Regular reminder through newsletter to ask parents/carers to let us know if they have problems accessing the school site</p> <p>Circulate relevant information to staff</p> <p>Regular reminders to parents/carers about parking in the disabled bay</p> <p>Liaise with pre-schools about children joining us in the new school year.</p>	<p>As required with each new admission and employee starting.</p>	<p>Premises committee SLT</p>
<p>Everyone has access to the school office areas</p>	<p>DS Govs Caretaker</p>	<p>Ensure that there is wheelchair access</p> <p>Keep the bell on the counter so that wheelchair users can get the attention of office staff.</p>	<p>Check daily for obstructions</p>	<p>Premises committee SLT</p>

Maintain safe access for visually impaired people	DS Caretaker Govs	Check condition of yellow paint on edges regularly Check exterior lighting is working	½ termly checks for building Daily checks for obstacles on corridors and cloakrooms Extra checks with each new admission.	Premises committee SLT
All disabled people can be evacuated safely	DS Govs SENCo	Appropriate fire evacuation procedure Personal evacuation plan for disable pupils Staff are aware of their responsibilities (staff meeting and TA meeting) Catches on outdoor gates to keep open in evacuation	Ongoing, but termly as part of the fire evacuation practice.	Premises committee SLT
Ensure there are enough fire exits around the school for people with a disability	DS All staff Govs	Ensure that all fire exits are kept clear	Daily check by HT and caretaker. 3 yearly fire risk assessment inspection Termly fire evacuation audit.	Premises committee SLT

Access to the Curriculum

What?	Who?	How?	When?	Monitoring
Ensure support staff have specific training on disability issues and conditions	DS SENCo	Use recommendations for trainers from local schools, and other outside agencies	Audit of need done by September 2025	L&A committee SLT

		Anxiety ADHD Autism Hearing aids Oxygen PEG feeding		
Ensure all staff are aware of disabled children's curriculum access Ensure all staff are aware of curriculum access for pupils with diagnosed conditions	DS SENCo	School-based plans as appropriate for children with disabilities Advice from outside agencies involved with children with a disability Audit of children's needs	Completed by September 2025 Checked with each new admission.	L&A committee SLT
All school visits and trips need to be accessible to all pupils	DS SENCO NG	Transport is checked or suitability Individual pupils to be discusses with trip venue	Ongoing	L&A committee SLT
Ensure disabled children can take part in extra curricular activities	DS SENCo	Review all extra-curricular activities Look at the needs of current children on record.	Ongoing	L&A committee SLT

Access to information

What?	Who?	How?	When?	Monitoring
Signage around school to be in various languages.	DS NG	Office area, toilets, library signs to be made and displayed.	September 2025	Premises committee
Review access to information via newsletters	DS Office staff	Parent survey to find out preferred means of communication	Ongoing	HR & Communications committee

